

Course Design Guide (CDG) for the STD/HIV Web-Based Training (WBT) Certification Course

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Ver. 1.4



109 Governor Street
Richmond, Virginia 23219

Robert Johnson, Director Outbreak Response, Division of Disease Prevention
804.864.7964
robert.johnson@vdh.virginia.gov



SetterDog Consulting

2806 Hardings Trace Lane
Richmond, Virginia 23233
804.874.9325
www.SetterDogConsulting.com

Bruce Lindeman, Instructional Designer & WBT Developer
804.874.9325
blindeman@SetterDogConsulting.com

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Overview

The Course Design Guide (CDG) is the boilerplate document for the organization of the STD/HIV Certification WBT Course content, the course objectives, related job-specific Knowledge, Skills, and Attitudes (KSA's).

Project Background

This project is a result of a request from the VDH's Division of Disease Prevention to develop a new Web-Based Training (WBT) course for STD/HIV Disease Intervention Specialist (DIS) personnel that teaches them the core Knowledge, Skills, and Attitudes (KSA's) associated with the execution of their specific jobs. This new WBT course will replace the existing 1992 Employment Development Guide (EDG). This new course will use the EDG content as a foundation but will pull from up-to-date theory, practices, and research to create a truly meaningful learning experience for all DIS employees.

This CDG document is the expansion of a process begun by Robert Johnson and Sharon Hilley in October, 2005, where the culminating deliverable from discussions on the proposed course content was the *HIV/STD Course Matrix*.

Purpose of Training

The purpose of this course is to prepare new hire to experienced DIS' to manage STD/HIV cases effectively in the State of Virginia. Upon completion of this training, participants will be able to conduct the associated case management tasks for their given job role for all applicable VDH regulations and standards.

Target Audience

This course is designed for all VDH STD/HIV Supervisors, 4A, 4C, and 5A DIS employees.

Members of the target audience are entry level to experienced DIS' who have significant STD/HIV case management experience. Currently, before a DIS is permitted to case manage, the DIS must satisfactorily complete the 1992 STD EDG and related course. This new WBT course will likewise act as a DIS certification vehicle for all VDH STD/HIV DIS employees.

Purpose and Structure of the CDG

The purpose of the CDG is to provide the structure and flow of the WBT course. The CDG contains a list of Modules to be taught in the course. Each Module is comprised of one or more lessons. Each Module includes:

- Module titles
- Performance-based objectives
- Lesson title(s) by module
- KSA mapping
- Instructional Strategies employed
- Audience
- Priority
- Applicable Subject Matter Expert(s)

The STD/HIV Certification WBT Course Outline (below) details the instructional strategies for facilitating the student's mastery of the performance objective(s), the methods by which student performance is measured, the materials or references needed for the design of that module/lesson, and the project SME(s) who is/are assigned to a particular topic.

Course Objective(s)

See the individual performance objective MS-Word documents that have been created for the Research module to-date (Modules 2). There is a list of objectives and thus a separate document for each of the eleven (11) research articles included in the Research module. These objectives are currently in client review and thus not currently final. These individual objective documents supersede the objectives written into the following course outline found later in this document.

Performance objectives provide a means for the learner to understand what is expected of them in terms of the content being taught, under what conditions they should learn such content and how they will be evaluated on that content. At the time of their writing, it was presumed that SDC would be developing the DIS Certification course in the Articulate tool set. Articulate has pre-built interaction/quiz question templates that pre-define the types of questions can be used in an Articulate WBT course. As such, the course's objectives were written to those templates. Doing

so doesn't compromise the learning of the content, but does set parameters around the types of performance that can be evaluated. Since much of the content is fact-based, the typical fact-testing type of interactions and quiz question templates that Articulate provides are adequate for the purposes of this WBT course.

Since these objectives were written however, SDC is recommending a shift in the development tool to be used for this course. Lectora is another approved VDH Distance Learning tool set that overcomes some performance and quality issues SDC and the VDH experienced with taking an Articulate test course within the VDH's Learning Management System (LMS), TRAIN. As such, SDC will be using Trivantis' Lectora as the core development tool for this WBT course. Since Lectora has its own set of interaction/quiz question templates, the eventual, final questions written will need to take this into account.

All of this is important to understand since the original objectives and subsequent questions written into the Module 2: VEU/Research Storyboards were based on SDC using the Articulate tool set, not Lectora. While some modifications are anticipated, SDC believes the changes necessary to ensure the objectives and questions conform to Lectora's template standards will be minimal.

Course Modules

The course's 17 modules¹, as defined by the VDH, are listed below:

1. Introduction / Overview (motivational; non-instructional)
2. Organization
3. Paperwork
4. Motivational Techniques
5. VCA – Visual Case Analysis
6. Course Disease
7. Case Management
8. Clustering & Social Networking
9. Conducting Skill Audits
10. Interview Format
11. Field Work
12. Case Definitions
13. Syphilis Lab Testing
14. VEU
15. Safety
16. Policies
17. Re-Purposing of CDC e-Modules (low priority)

Comment [b1]: Edited 12/20/05

¹ The exact modules and their course order will be finalized upon the course's Instructional Design approval.

STD/HIV Certification WBT Course Outline

This section details, to the extent possible at the time this document is published, the STD/HIV Certification WBT Course outline (Lessons), module objectives, KSA's, the existence of any topic "raw" content, etc.

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
Introduction / Overview	No existing materials No quiz required; not an "instructional" module	Navigate successfully w/in the WBT course	1. Welcome message 2. Site / navigation "tour"	N/A	1. Brief video welcome from Casey and/or RJ 2. Flash "tour"	All	H	RJ, BL
Organization	VERT Plan Weekly Report form POGS may be helpful	Understand the value in proper organization of an HIV/STD intervention by demonstrating the recommended preparatory steps and actions	1. Introduction to Organization Module (w/ emphasis on WIIFM) 2. Intro to VERT Plan (w/ emphasis on 3 modes of deployment) 3. Site Command: How to set up Files 4. Document Management: how paper work is going to flow 5. How to evaluate what you're doing	5B's: <u>Knowledge:</u> Knowledge of the program <u>Skill</u> Decision Making ability 5A's: <u>Knowledge:</u> public health practices Surveillance & reporting procedures Program policies <u>Ability:</u> To provide technical guidance to local	1. Flash or video demonstrating a well-organized site command 2. Text/grfx w/ audio instruction 3. Quiz: Unguided scenario(s)	5 A and Supervisor	H 5	RJ Rob

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
				<p>health district personnel</p> <p>To guide, direct, & supervise the efforts of others</p> <p>To analyze HIV/STD epidemiological data</p> <p>To manage multiple tasks to finality</p> <p>To make sound decisions</p>				
Paperwork	<p>Some existing documentation: PDF files of instructions and forms</p> <p>POGS may be helpful</p>	<p>Accurately and correctly complete the 7 types of forms required of a DIS with no guidance.</p> <p>Be able to organize their case work.</p>	<ol style="list-style-type: none"> 1. Introduction to Paperwork Module 2. Interview Record 3. Field Record 4. Map Sheet 5. Re Interview 6. Cluster Interview 7. VCA Form 8. Pouch Organization 	<p>5B's:</p> <p><u>Knowledge:</u></p> <p>Disease Intervention Methodology</p> <p>Surveillance & reporting procedures</p> <p>State policies</p> <p><u>Skills:</u></p> <p>Decision Making</p> <p>5A's:</p> <p><u>Knowledge:</u></p> <p>surveillance & reporting procedures</p> <p>Program policies</p>	<ol style="list-style-type: none"> 1. Text/grfx, audio 2. Text/grfx w/ audio of key concepts 3. Practice: Guided scenario(s) (forms completion) 4. Quiz: Unguided scenario(s) (forms completion) 	All	H 2	RJ, Tammy Woodson Caroline Rob

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
				<u>Abilities:</u> To provide technical guidance to local district personnel <u>Skills:</u> STD Investigation techniques 4C's: <u>Knowledge:</u> STD Program policy <u>Skills:</u> STD Investigation techniques 4A's: <u>Knowledge:</u> STD Program policy <u>Skills:</u> STD Investigation techniques <u>Abilities:</u> To analyze situations, data, and documentation				

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
				<p>To arrive at sound conclusions</p> <p>To collect & record data</p>				
Motivational Techniques	<p>Some existing documentation</p> <p>List types of motivation</p> <p>Need to develop responses for each problem or situation</p>	Need to be able to motivate a patient	<ol style="list-style-type: none"> 1. Rapport Building 2. Problem Solving 3. Non-Verbal Communications 4. Importance of Using Cluster Information 5. Listening Skills 	<p>5B:</p> <p><u>Knowledge:</u></p> <p>Disease Intervention Methodologies</p> <p><u>Skills:</u></p> <p>Motivational, Interpersonal, Communication, Problem Solving</p> <p>5A's:</p> <p><u>Skills:</u></p> <p>STD Investigative & Motivational Techniques</p> <p>Motivational, Interpersonal, Communication, Problem Solving</p> <p><u>Ability:</u></p> <p>To work with diverse populations</p> <p>4C's:</p> <p><u>Skills:</u></p>	<ol style="list-style-type: none"> 1. Video scenario demonstrating good motivational skills and bad listening skills 2. Text/grfx w/ audio of key concepts 3. Practice: Guided scenario(s) 4. Quiz: Unguided Motivational Skills scenario(s) 	All	H 3	<p>RJ</p> <p>Rob</p> <p>Robert Christian (for video showing non-verbal communication)</p>

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
				<u>Skills:</u> STD Investigative & Motivational Techniques, Motivational, Interpersonal, Communication, Problem Solving 4A's: <u>Knowledge:</u> Motivational Techniques Investigative Techniques <u>Skills:</u> STD Investigative & Motivational Techniques <u>Ability:</u> To maintain confidentiality				
Visual Case Analysis (VCA)	Ppt – RJ..? CDC – on line Module 12 Module 7 in paperwork	1. Describe the importance of a VCA 2. List 2 axioms of STD patients	1. Source of Infection 2. Disease Analysis 3. VCA Guide 4. Syphilis Case Example	Note: Need to map to Module	1. Flash scenario demonstrating a simple, yet effective VCA 2. Text/grfx w/ audio of key	All	M	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
	<p>How to plot source period, spread period, interview period, exposure, treatment, test results, and analyze based on the 3 tests and 4 assumptions and 4 hierarchies of ghosting lesions.</p> <p>This module will be taken at least 3 times in a year - it will need to be developed with that variety</p>	<ol style="list-style-type: none"> 3. Describe 3 reasons why identifying the infection source is important 4. Describe 2 components of the analysis chart 5. Describe the charting of treatment, testing, symptoms, and exposure information 6. Describe circumstances in which lesions are labeled DUR UNK and how/why they would be charted 7. Define inoculation, incubation, ghosting 8. Describe how incubation period is different inoculation point 9. Explain how interview period is shown on 	(Guided)		<p>concepts</p> <ol style="list-style-type: none"> 3. Practice: Guided VCA scenario(s) 4. Quiz: Unguided VCA scenario(s) 			

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
		analysis chart 10. Describe the value of primary lesion in ghosting 11. List the methods of ghosting in order of preference 12. List the ghosting methods that lead to probable lesions 13. Describe the steps necessary to ghost a source primary lesion 14. Describe the steps necessary to ghost a spread primary lesion						
Course of Disease	Ppt – RJ..? CDC- e module HIV, GC, CT, and Syphilis Paper documentation What is the epidemiologic progression of each disease	Note: Need to define	Note: Need to define	Note: Need to map to Module	1. Flash scenario demonstrating the course of a STD 2. Text/grfx w/ audio of key concepts 3. Practice: guided scenario(s)	4A, 4C, 5A	L	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
	(HIV, GC, CT, Syphilis) Is this Module 2 of the STD Employee Dev. Guide?				4. Quiz: unguided scenario(s)			
Case Management (CM)	Paper docs CDC e-module	<ol style="list-style-type: none"> 1. Define the key CM terms 2. List seven Phases 3. Define S-1, S-2, S-3 4. Explain the primary purpose of CM 5. Discuss the two levels at which disease intervention occurs 6. List four parts of an STD interview 	<ol style="list-style-type: none"> 1. Overview of Case Management: 7 Phases 2. Key CM Terms 3. STD Interview Format 4. Disease Intervention through CM 	Note: Need to map to Module	<ol style="list-style-type: none"> 1. Flash scenario demonstrating the 7 phases of CM 2. Text/grfx w/ audio of key concepts 3. Practice: guided scenario(s) 4. Quiz: unguided scenario(s) 	TBD	L	RJ
Clustering & Social Networking	Research Articles –PDF	Note: Need to define	<ol style="list-style-type: none"> 1. Introduction to Clustering & Social Networking 2. Defining key terms/concepts: "Suspect" and "Associate" 3. Determining When to Cluster 4. How to Manage a 	Note: Need to map to Module	<ol style="list-style-type: none"> 1. Flash scenario demonstrating key Clustering/Social Networking concepts 2. Text/grfx w/ audio of key concepts 3. Practice: guided 	All	M	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
			Cluster 5. Completing Forms (?)		scenario(s) 4. Quiz: unguided scenario(s)			
Conducting Skill Audits	Written material on what you are looking for in each of skill elements you are assessing. POGS are helpful	What to look for when conducting skill audits. How to provide constructive feedback. Explain the policy on conducting audits.	1. Overview of Conducting Skill Audits 2. Pouch Reviews 3. Interview Audits 4. Field Audits 5. Case Management Review	5B's: <u>Knowledge:</u> Knowledge of the program Knowledge of the State policies <u>Skills:</u> Decision Making 5A's: <u>Knowledge:</u> Public health practices Program policies <u>Ability:</u> To provide technical guidance to local health dept. personnel To guide, direct, supervise the work of others To make sound decisions	1. Flash scenario demonstrating effective skill audits 2. Text/grfx w/ audio of key concepts 3. Practice: guided skill audit scenario(s) 4. Quiz: unguided skill audit scenario(s)	Supervisor and 5As	H 4	RJ Rob Caroline
Interview Format	Written materials	Note: Need to define	1. Introduction, Professional Role, and	Note: Need to map to Module	1. Flash scenario demonstrating	4A, 4C, 5A	M	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
	<p>PDF materials</p> <p>Original Interview - Intro, Pt Assessment, Behaviors (Partners and Risk Reduction) and Conclusion</p> <p>Re-Interview – Cluster Interview –</p> <p>Goal and how you conduct is a little different in each</p> <p>Note: Is this content not covered in the 7 phases of CM w/in the CM module?</p>		<p>Purpose</p> <p>2. Patient Assessment</p> <p>3. Disease Intervention Behaviors</p>		<p>effective interview formats</p> <p>2. Text/grfx w/ audio of key concepts</p> <p>3. Practice: guided interview formats scenario(s)</p> <p>4. Quiz: unguided interview formats scenario(s)</p>			
<p>Field Work</p> <p>Note: Same as “Field Investigations”? (yes, but I didn’t see field investigation anywhere else in the module-rj)</p>	<p>E-module</p> <p>Paper module</p> <p>PDF files</p> <p>Scenarios</p>		<p>1. 20 skill sets</p> <p>2. How to confidentially manage obstacles</p> <p>3. Speed of initial investigation and speed of follow up</p>	<p>Note: Need to map to Module</p>	<p>1. Flash scenario demonstrating effective FI skills</p> <p>2. Text/grfx w/ audio of key concepts</p> <p>3. Practice: guided FI scenario(s)</p> <p>4. Quiz: unguided FI scenario(s)</p>	4A, 4C, 5A	M	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
Case Definitions	PDF file Excel Spreadsheet	Define the key STD/HIV terms required of managing cases	Diagnosing case	Note: Need to map to Module	<ol style="list-style-type: none"> 1. Text/grfx w/ audio of key concepts 2. Practice: guided Case Definition scenario(s) 3. Quiz: unguided Case Definition scenario(s) 	All	L	RJ
Syphilis Lab Testing	Written Material E module	Note: Need to define	<ol style="list-style-type: none"> 1. Introduction to Syphilis Lab Testing 2. What are a Qualitative and a Quantitative Test? 3. What is a Treponemal and a non-treponemal? 4. What causes of False Positive Test Results 5. When does the turn positive? (Not sure what this means..?) 	Note: Need to map to Module	<ol style="list-style-type: none"> 1. Text/grfx w/ audio of key concepts 2. Practice: guided scenario(s) 3. Quiz: unguided scenario(s) 	All	M	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
VEU / Research Articles	Limited "instructional" content on Intro/Over. Selection of posted research articles and then article quizzes which are graded, tracked, and reported via the LMS; RJ will provide	1. To keep abreast of issues and technologies in their field	1. Research article review & quiz (some mandatory and some optional)	5B's: <u>Knowledge:</u> Disease Intervention Methodologies Surveillance Reporting and Procedures 5A's: <u>Knowledge:</u> Public health practices 4C's: <u>Knowledge:</u> Public health practices Epidemiological and medical aspects of STD/HIV 4A's: <u>Knowledge:</u> Epidemiological and medical aspects of communicable diseases	1. PDF of article 2. Quiz on each article	All	H1	RJ Caroline to review material and assign number of contact hours per article
Safety	PPT Slides VCU handles most of the	Note: Need to define	1. OSHA 2. Universal Precautions	Note: Need to map to Module	1. Text/grfx, audio of key concepts	All	L	RJ

Modules	Notes	Objectives (TSWBAT)	Lessons / Topic Outline	KSA's	Instructional Strategies	Audience	Priority (H, M, L)	SME(s)
	training				2. Text, audio, image of article 3. Quiz on each article			
Policies	Existing Documentation	Note: Need to define	1. RJ – cover as they come up/ as needed 2. Standard VDH policies 3. Division policies, e.g., Blackberry Policy	Note: Need to map to Module	TBD	Supervisor	L	RJ
TBD	Re-hashing some of the CDC electronic Modules	Note: Need to define	Note: Need to define	Note: Need to map to Module	TBD	All	L	RJ